

MISSOURI LEADERSHIP INITIATIVES

Missouri State SAELP
Consortium

SAELP
Demonstration
Sites



LEAD DISTRICT
St. Louis

Missouri Professors
of Educational
Administration
(MPEA)

MISSOURI LEADERSHIP INITIATIVES

Missouri State SAELP Consortium



SAELP Consortium

- HB 1711 passed implementing mentoring for priority school administrators
- SB 722 passed creating an alternative route for administrative certification for teachers with a masters degree and five years teaching experience
- Rule 5 CSR 80-850.45 adopted creating Mentoring Program Standards
- Increased the cut score for principal and superintendent licensure assessment
- Established eight collaborative demonstration sites
- Urban School Leadership Policy Summit held in conjunction with the St. Louis LEAD Project and Kansas City School District to identify opportunities and address issues involved in the recruitment, preparation, and practice of urban school leaders

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**SAELP
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Sites**

The Principal's Leadership Compact Nancy Mooney, St. Joseph School District*

The St. Joseph Principal Leadership Compact uses both a coaching and mentoring process. The Compact leaders are experienced school administrators who establish a professional coaching relationship with each Compact member. Human relationship building plays an enormous role in this coaching experience. Walk-throughs and on-site consultation strengthen the mentoring process. In addition, all Compact members have an assigned principal-mentor who provides ongoing collegial support in the form of regular contacts to check on progress and to lend a mentor's ear for concerns and celebrations. In addition, Compact members receive a type of peer mentoring through their regular monthly meetings that include extended time for dialogue and sharing.

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SAELP Demonstration Sites

Missouri Academy for New Superintendents Gary Wright, St. Louis University

A mentor will be assigned to each participant. The purpose of this component is to assist the new participant in focusing on the development and achievement of leadership goals during the course of the year. The mentor will also be able to provide expertise on critical school district leadership topics such as finance, school law, etc. Mentors will be recruited and trained in cooperation with the Missouri Association of School Administrators. Face to face sessions with mentors will be held at least 4 times while telephone or e-mail contact will be at least bi-weekly.

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SAELP Demonstration Sites

Collaborative Principal Partnership Program Cliff Mohn, Central Missouri State University

This project collaboratively supports mentoring for candidates prior to their first and second year on the job, by providing mentoring opportunities throughout their masters program. The intent of this effort is to provide mentoring and job-embedded activities throughout the students' masters program. Mentors for the students will be assigned by the superintendent or his/her designee to ensure that mentors are of the highest quality. In addition, an instructional leadership team, consisting of an administrator from each of the participating school districts and representatives from CMSU, will coordinate the mentoring process. The purpose of the instructional leadership team is to continually monitor the quality of the preparation program for the administrative candidates, and to establish ways they can work with mentor administrators within the district through internships and job-embedded activities to strengthen their knowledge base.

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Evolving Leadership Induction Program Anita Kissinger, Springfield Public Schools*

A primary component of our Evolving Leadership Induction Program is the provision of an internal mentor for each first and second year administrator. To support the statewide mentoring policy, we have developed and implemented a systemic framework for leadership development that is research-based and highly structured, yet flexible enough to allow leadership facilitators and mentors to address the unique needs of each evolving leader. This ELIP has three basic components: (1) a three-day academy with on-going follow-up sessions, (2) an internal, individualized mentoring program, and (3) the opportunity for external mentoring/learning experiences.

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SAELP Demonstration Sites

Independence Mentoring Plan Patricia Schumacher, Independence School District*

As teachers are required to have a mentor in Missouri, so should aspiring principals and new principals. Mentors for starting administrators are crucial to the overall attraction and retention of quality principals, requiring educators to advocate for aspiring administrators and 1st and 2nd year administrator mentors through the Department of Elementary and Secondary Education. Through the Independence Mentoring Plan, an exemplary mentor will be assigned to all new school administrators in their first and second years of service. Also, aspiring building leaders will be assigned a year of internship work with an exemplary building administrator before being hired as a building administrator.

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SAELP Demonstration Sites

Ferguson-Florissant Mentoring Plan **James Bartlett/John Wright, Ferguson-Florissant School District***

In the Ferguson-Florissant School District, each new principal will be provided a mentor for the first three years of employment. This Demonstration Project collaborative will assist us in implementing training and determining a procedural model for our mentoring program. Our mentoring program will continue to be refined and thereafter provided through district resources. Once the support systems and required training have been identified, then systems can be developed or changed to support the desired performance; training can be delivered and the impact evaluated. This sets up a system for ongoing renewal of the entire process and continuous improvement.

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Context Leadership Induction Program Sam Miner/Darl Davis, Northeast Regional Professional Development Center

In the professional area, each participant will be paired with a mentor. These mentors will be seasoned veteran school leaders, known to be skilled managers as well as persons who understand the centrality of their role in promoting learning. These mentee-mentor dyads will participate in a variety of activities including focused discussion groups, reading circles, job shadowing, and others. Many potentially superlative school leaders leave their positions simply because of the intense pressures and the loss in human potential as well as resources associated with training school leaders (who only stay in leadership positions for a short time). Consistent with our organizing metaphor of holistic and broad-based programming for project participants, we feel it is very important to include work in the personal contextual area. In this particular context, participants will learn new information and acquire new skills to assist them in leading well-balanced and healthy lives, both at work and away from the workplace.

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SMSU Fast-Track Principal's Program Southwest Missouri State University, Bill Agnew

School superintendents identify anticipated vacancies at the principal level, prospective interns for filling those vacancies, and mentor principals. 15-25 applicants will be screened for admission into the program by a joint school superintendent/SMSU educational administration department steering committee. Interns, released from all teaching duties, will be given a job description, assignment at the school district level to be mentored, and given direct supervision by the cooperating principal; be assigned a mentor from the university; and receive temporary administrative certification from DESE.

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Missouri Professors of Educational Administration (MPEA)



The Missouri Professors of Educational Administration organization is working with the Department of Elementary and Secondary Education and the state SAELP consortium to ensure equity and consistency in the education of school leaders with a focus on, but not limited to, the following:

- Expand the cultural diversity of candidates for educational leadership preparation and practice
- Research, develop, and approve a platform on the issues of the mentorship, alternative preparation/certification, a clinical internship, and the impact of cultural change on the role of the school administrator through a white paper and a state-wide focus forum process
- Invite state legislators and the governor's office to the MPEA Fall Conference to discuss policy reform. The intention is to begin a long-term relationship with our state law makers and to be a resource to them when they are considering work that influences the recruitment, preparation, professional development, and retention of school leaders in education.

A map of the state of Oregon, divided into 37 counties. Each county is labeled with a number from 1 to 37. The counties are color-coded: blue for counties 1-10, pink for 11-20, orange for 21-30, and purple for 31-37. The map shows the geographical layout of the state, including major cities and the surrounding water bodies.

LEAD DISTRICT
St. Louis

- Work with state SAELP Consortium to modify principal recruitment, preparation, professional development, and job definition
- Implement the mentoring standards supported by the SAELP work
- Create a Center for School Leadership
- Work with other SAELP Demonstration sites to share models that work in increasing student achievement
- Work with Kansas City to share ideas and models to increase student achievement